

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 20 PM 3:31 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS </div>
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name IDEA Public Schools Mailing address line 2 Suite 9 County- District # 108807 Primary Contact First name Samuel Telephone # 956.373.7102 Secondary Contact First name Christina Telephone # 956.377.8227	Vendor ID # 74-2948339 City Weslaco ESC Region # 1 M.I. J. Last name Goessling Email address <u>Samuel.Goessling@ideapublicschools.org</u> M.I. Last name Steiner Email address <u>Christina.Steiner@ideapublicschools.org</u>	Mailing address line 1 505 Angelita Drive State TX US Congressional District # 15 ZIP Code 78599 DUNS # 0030419150000 Title Chief Advancement Officer FAX # 956.447.3796 Title Grant Manager FAX # 512-954-4912
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Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Tom Telephone # 956-377-8000 Signature (blue ink preferred) 	M.I. Last name Torkelson Email address <u>Tom.Torkelson@ideapublicschools.org</u>	Title Superintendent of Schools FAX # 956-447-3794 Date signed
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Only the legally responsible party may sign this application.

5/20/2014

Schedule #1—General InformationCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campuses that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<p>E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability;</p> <p>F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards;</p> <p>G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students;</p> <p>H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and</p> <p>I. Provide appropriate social-emotional and community-oriented services and supports for students.</p>
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <p>A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.</p> <p>B. A grant for school closure is a one-year grant without the possibility of continued funding.</p>
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <p>A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.</p> <p>B. Enroll, within the grades it serves, any former student who wishes to attend the school.</p>
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <p>1. Develop and increase teacher and school leader effectiveness.</p> <p>(A) Replace the principal who led the school prior to commencement of the transformation model;</p> <p>(B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--</p> <p>1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and</p> <p>2. Are designed and developed with teacher and principal involvement;</p> <p>(C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;</p> <p>(D) Provide staff ongoing, high-quality, job-embedded professional development (<u>e.g.</u>, regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and</p> <p>(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.</p>

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
8.	<p>2. Comprehensive instructional reform strategies.</p> <p>(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and</p> <p>(B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.</p> <p>3. Increasing learning time and creating community-oriented schools.</p> <p>(A) Establish schedules and strategies that provide increased learning time; and</p> <p>(B) Provide ongoing mechanisms for family and community engagement.</p> <p>4. Providing operational flexibility and sustained support.</p> <p>(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and</p> <p>(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).</p>
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contract.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

APPLICANT BACKGROUND/LEA CAPACITY FOR PROJECT SUCCESS: IDEA Public Schools has a 14 year history of leveraging top talent, data, and technology to apply new concepts and teaching models in IDEA Public Schools to get real results, producing high-achieving, college-bound students in congruence with IDEA's mission, "College for All Children." 100% of graduates have been accepted to an institute of higher education, 97% of graduates have been accepted to a 4-year college, and 99.9% of graduates have matriculated to college. **Roughly 65% of IDEA graduates will be the first in their family to graduate from a four-year college.** IDEA Mission Academy is IDEA Public Schools' only Priority School. The district is well positioned to support IDEA Mission during this TTIPS grant and to coordinate all supports and resources to ensure it exits Priority School status by the end of the three-year funding period.

DEMOGRAPHICS/PARTICIPANTS TO BE SERVED: At IDEA Mission Academy **almost 92% of all students are economically disadvantaged, over 54% of all students are considered at-risk** due to various social, economic, and academic factors; **almost 53% are English-language learners—the second-highest rate out of 30 campuses in the district** (state average is 17.1%); and **99% of students are Hispanic**—a population historically underserved by public education and underrepresented in higher education. IDEA Mission is located in Hidalgo County where just 15% of the population has earned a bachelor's degree, the median household income is \$20,000 below that of the state of Texas (\$33,218 and \$51,563 respectively), and 35% of the population lives below the poverty line (compared to 17.4% in the state of Texas). This is a high-needs campus in a struggling community.

NEEDS ASSESSMENT: IDEA Mission Academy created its improvement plan in May with recommendations from the entire faculty. The plan was submitted to the VP of Schools who looked for trends and areas of growth to target in the overall district improvement plan. **IDEA Mission's overarching need is to improve student academic achievement in math and reading, and in particular (in order to exit Priority Schools status), to improve achievement results on TEA indices at the All Student level.** On the 2012-2013 STAAR exam, 44% of students met STAAR Level II in math, and the administration responded with an overhaul of the mathematics curriculum and corresponding professional development for teachers. Preliminary STAAR results for 5th grade indicate that scores improved significantly in math (circa 90%), but is still performing 20% below the state average and is the lowest performing school in the district in reading. As almost 53% of Mission's students are ELL, **Mission: Accomplishment** is focused on reading, language arts, and writing, with some program developments and supports in math. Additionally, **Mission: Accomplishment** will improve school climate. On the 2012-2013 organizational health survey, only 51% of teachers at IDEA Academy Mission reported that they have the materials they need to be successful, 28% reported little encouragement in their professional development, and just 66% felt that their opinion counts at IDEA. This is unacceptable.

BUDGET AND PROJECT DEVELOPMENT: The budget for **Mission: Accomplishment** was developed by the Mission Academy TTIPS Project Planning Team, which consisted of the district's Chief Advancement Officer, the district Grant Manager, the school Principal, the Assistant Principal of Instruction, the District Coordinator of School Improvement (DCSI), and 3 campus teachers. The Planning Team was also supported by IDEA's Chief of Schools, Chief of Human Assets, and Director of Research and Data Management, who provided data and related analysis upon request.

The Planning Team met weekly (and had frequent calls with key district and school staff) during April and May 2014 to determine the school's TTIPS funding needs based on district and campus improvement plans, current district and school funding sources, student achievement gaps, campus needs and assets, current parent involvement levels, and informal input from teachers, parents, and students. The Team projected costs associated with **Mission:**

Accomplishment program components, adjusted the project's scope, and iterated on the budget accordingly.

This cyclical and collaborative process ensured that IDEA's TTIPS proposal completely and accurately answered all statutory and TEA requirements and that it contains a sound budget that supports the intention of the TTIPS initiative while also fulfilling IDEA's student achievement and human capital goals: to reward and retain quality teachers. This budget reflects IDEA's belief that recognizing and rewarding teachers based on clear measures of teacher effectiveness and student achievement is crucial to increase student achievement and increase the rate of high-quality teacher retention. **IDEA Mission Academy is eligible for up to 15 Statutory/Priority points (5 for each of the following): Has not been previously served with TTIPS SIG funds; Is Title I Served on the application due date; and Is a school in an LEA that has not had TTIPS SIG funding terminated.**

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

COORDINATION OF FUNDING: IDEA Public Schools is fortunate to have Educator Excellence Innovation Program (EEIP) and 21st Century Community Learning Centers grant funding. However, these are *district-wide* grants that address teacher career pathway creation and extended-day learning time, respectively. As the district's only Priority School IDEA Mission Academy is in need of additional funding directed at in-depth, TTIPS-specific strategies to address each Critical Success Factor and to exit Priority Schools status by the end of this three-year TTIPS grant period.

The **Mission Academy** Project Management Team will address issues of coordinated funding and sustainability quarterly during their regularly scheduled meetings and at monthly grants management meetings. Through the cooperation and coordination of the Finance (Budgeting, Purchasing, Accounting, Procurement), Grants/Federal Programs, Curriculum, School Leadership, Operations and Project Management Teams, IDEA's District Coordinator of School Improvement (DCSI) will ensure that funding from local, state, and federal sources is appropriately allocated to continue key elements of the program after grant funding terminates. The training provided through this grant, as well as the equipment and materials purchased with TTIPS funds, will contribute to project sustainability and will not require further investments or funding.

INTERVENTION MODEL: TRANSFORMATION

--**Improve Academic Performance/Instructional Program:** Professional development (PD) for teachers in reading, writing, math, Special Ed/ELL accommodations/modifications; expand math curriculum to include new TEKS; PD for school leaders on data analysis, school climate, and other topics; reward teachers for student academic growth;

--**Increase Use of Quality Data to Inform Instruction:** Collect student achievement data via Interim Assessments; measure the impact of PD training on student achievement; track data via IDEA's Lightbulb system; reward teachers for student academic growth as measured by frequently collected, quality data;

--**Increase Leadership Effectiveness:** Year-long, job-embedded coaching for Principal; focus on IDEA's School Leadership Levers and Leadership Competencies; DCSI supports teachers and school leaders; reward School Leadership Team (SLT) for student academic growth; SLT and teachers visit high-performing schools and classroom in the district and outside of the Rio Grande Valley to glean best practices to adopt and share; PD for SLT on topics appropriate to role and responsibilities; **Flexibility:** contract with Communities in Schools for social-emotional supports for students, parents, and families; allow high-performing teachers to choose advanced PD options;

--**Increase Learning Time:** Coordinate 21st CCLC funding with TTIPS funding to extend learning time; provide 1:1 e-readers for students in grades 3-5 to use at home to access reading resources; staff AR lab in summer; hire additional reading staff to support students in large and small groups;

--**Increase Parent/Community Engagement:** CIS Counselor provides social-emotional supports and referrals for students and families; Family Math/Reading/Science Nights; instructional materials for parents to use at home; 1:1 technology engages families in learning; parents participate in school decision-making and committees;

--**Improve School Climate:** Parent, student, and teacher satisfaction surveys track organizational health; CIS Counselor proactively addresses social-emotional needs in 1:1 meetings with students; reactively addresses social-emotional needs of students in the incidence of a traumatic event; training for School Climate/Culture Committee;

--**Increase Teacher Quality/Ensure Effective Teachers:** Provide PD for teachers in reading, writing, and math and organization/efficiency; provide release time for teachers to observe/support others and visit high-performing schools and classrooms; The Together Teacher training; reward teachers for progression along the Teacher Career Pathway; provide flexible nonfinancial incentives and rewards; allow high-performing teachers to choose advanced PD;

MANAGEMENT PLAN: IDEA's District Coordinator for School improvement (DCSI) will oversee implementation of this TTIPS grant program through direct supervision of the IDEA Mission Academy Principal and Assistant Principal for Instruction (API). The API will serve as the Project Coordinator for **Mission: Accomplishment** and will oversee the activities of the staff to be hired with grant funds (see page 24). The DCSI, Principal, API, Reading Specialist, lead teachers, and Grants Manager will make up the Project Management Team.

PROJECT EVALUATION: IDEA Public Schools' **Mission: Accomplishment** Project Management Team will use qualitative and quantitative data methods and analysis (see pages 28-29) to gather and analyze data, make informed decisions on program efficacy, and guide progress measurement and program adjustment. During the project period, the team will consider data from test scores, enrollment, attendance, and participant feedback, as well as school leader recommendations. The DCSI, assisted by the Grants Manager, will gather data and input from IDEA Mission Academy school leadership and instructional staff, parents, and students in order to complete all reports as required by TEA.

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Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.

Fund code:
276**Budget Summary**

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre- Award
Schedule #7	Payroll Costs (6100)	6100	\$1,403,082	\$43,812	\$1,446,894	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$457,365	\$0	\$457,365	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$533,750	\$0	\$533,750	\$0
Schedule #10	Other Operating Costs (6400)	6400	\$60,690	\$0	\$60,690	\$0
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	\$0
Total direct costs:			\$2,454,887	\$43,812	\$2,443,699	\$0
(2.273%) indirect costs (see note):			N/A	\$996	\$996	\$0
Grand total of budgeted costs (add all entries in each column):			\$2,454,887	\$44,808	*\$2,499,695	\$0

Administrative Cost Calculation

Enter the total grant amount requested:	\$2,499,695
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$124,985

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
\$920,185	\$800,179	\$779,310	*\$2,499,695

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Employee Position Title**Estimated
of
Positions
100%
Grant
Funded****Estimated
of
Positions
<100%
Grant
Funded****Grant
Amount
Budgeted****Pre-
Award****Academic/Instructional**

1	Teacher: 1 Reading Specialist; 2 Reading Interventionists; 1 Co-teacher or Teaching Fellow (to provide release time for teacher leaders to monitor program implementation, observe high-performing schools and classrooms, and conduct Excellent School Visits outside of the RGV)	4		\$562,544	\$0
2	Educational aide			\$	\$
3	Tutor			\$	\$

Program Management and Administration

4	Project director			\$	\$
5	Project coordinator: Stipend for Project Coordination including parent engagement responsibilities		1	\$18,000	\$0
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$

Auxiliary

12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$

Other Employee Positions

21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$580,544	\$0

Incentive/Bonus Pay (Over Three Years)

	Bonus pay for teachers in tested grades if 90% of their assigned students pass STAAR – (\$2,000 x 9 teachers in grades 3-5 per year)			\$54,000	\$0
	Bonus pay for all instructional staff if school meets all applicable distinctions (\$2000 per staff per year)			\$222,000	\$0
	Bonus pay for operational/support staff if school meets all applicable distinctions (1 academic counselor, 5 custodians, 10 cafeteria workers, 6 operations support staff, 6 administrative support staff, and 15 bus drivers) (\$400 each per year)			\$51,600	\$0
	Bonus pay for Principal - State Rating, Campus Persistence, Cohort Persistence (\$10K each per year)			\$90,000	\$0
	Bonus pay for API/PIR - State Rating, DI (8k each per year)			\$48,000	\$0
	Bonus pay for APO – Enrollment (5k per year), school ready(4k per year), campus persistence (7k per year)			\$48,000	\$0

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		Bonus pay for Academic Counselors - Campus persistence (\$7,500 per year), state rating (\$2500 per year)			\$30,000	\$0
		Subtotal Bonus Pay			\$543,600	
Substitute, Extra-Duty Pay, Benefits Costs						
25	6112	Substitute pay			\$0	\$
26	6119	Professional staff extra-duty pay (See below)			\$83,760	\$0
27	6121	Support staff extra-duty pay (See below)			\$42,336	\$0
28	6140	Employee benefits: Benefits for salaries calculated at 15%(\$84,382) and benefits for bonuses/stipends/extra-duty pay is calculated at 7% (\$68,460)			\$152,842	\$0
29	61XX	Tuition remission (IHEs only)			\$0	\$0
30		Subtotal substitute, extra-duty, benefits costs			\$278,938	\$0
31		3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,403,082	\$0

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page.

	Hourly or Salary	# Hours/Day	# Days/Wk	# Weeks	# Staff	TOTAL
Professional staff extra-duty pay: Summer training, planning, and debriefing for 10 staff @ \$20/hr. x 6 hrs./day x 10 days	\$20	6	5	2	10	\$12,000
Professional staff extra-duty pay to extend math curriculum, train teachers, and tutor students after school: \$20/hr. x 6 hours/wk x 36 weeks; plus \$20/hr. x 80 hours summer (total of 296 hours)	\$20	296				\$5,920
Professional staff extra-duty pay: Monthly Saturday planning/curriculum design time for grade-level chairs/teacher leaders (10 staff @ \$20/hr. x 5 hrs./day x 1 day/month x 10 months)	\$20	5	1	10	10	\$10,000
TOTAL PROFESSIONAL EXTRA-DUTY						\$27,920
X 3 years						\$83,760
Support staff extra-duty pay: \$18/hr. x 10 hrs./wk. x 40 wks./yr. (admin. assistance for grant accountability, support for Project Coordinator)	\$18	2	5	40	1	\$7,200 ADMIN
Support staff extra duty pay: \$18/hr. x 4 hrs./day x 4 days/wk x 8 wks for summer AR/Reading program (book check-out, AR testing, etc.)	\$18	4	4	8	3	\$6,912 PROGRAM
TOTAL SUPPORT STAFF EXTRA-DUTY						\$14,112
X 3 years						\$42,336

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	GradeCam license for use by all teachers to speed up data gathering and analysis (\$5,000 per year)	<input type="checkbox"/>	\$15,000	\$
2	PD for School Climate/Culture Committee (Behavior/Working Styles, Collaboration, Adult Learning, etc.) (\$2,500 per year)	<input type="checkbox"/>	\$7,500	\$
3	PD: Writing training for all K-2 teachers (Writer's Workshop, Bill McDonald, NJ Writing Project) (\$7,500 per year)	<input type="checkbox"/>	\$22,500	\$
4	PD: Special Ed teacher training in accommodations/modifications, and RTI (\$2,500 per year)	<input type="checkbox"/>	\$7,500	
5	PD: ELL teacher training in accommodations/modifications, and RTI (\$3,000 per year)	<input type="checkbox"/>	\$9,000	\$
6	PD: Capturing Kids' Hearts teacher training in developing safe, trusting, self-managing classrooms (\$5,070 each year)	<input type="checkbox"/>	\$15,210	\$
7	PD: Concept Map training for teachers (\$885 each year)	<input type="checkbox"/>	\$2,655	\$
8	"Mini-grants" for Stage 4 and 5 teachers to use for self-directed PD (general budget, to be divided later - estimated as 4 teachers x \$1,500 each) (\$6,000 per year)	<input type="checkbox"/>	\$18,000	\$
9	Nominal fees for Technical Assistance (required to be budgeted for as per FAQ question E-3) (\$5,000 per year)	<input type="checkbox"/>	\$15,000	\$
10	Pre-award consulting on program design and budget development	<input type="checkbox"/>	\$0	\$0
11		<input type="checkbox"/>	\$0	\$0
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$112,365	\$0

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Year-long job-embedded coaching for Principal on Transformational School Leadership (Consultant Kristen Kaufman from Alignment Inc., Dallas based leadership consultancy) (\$15,000 per year)				<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:					
1	Contractor's Cost Breakdown of Service to Be Provided			Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:		# of positions:	\$35,000	\$
	Contractor's subgrants, subcontracts, subcontracted services			\$	\$
	Contractor's supplies and materials			\$	\$
	Contractor's other operating costs			\$10,000	\$

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	Contractor's capital outlay (allowable for subgrants only)	\$	\$
	Total budget:	\$45,000	\$0

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Schedule #8—Professional and Contracted Services (6200) (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: PD: Harvard Institute Data Analysis/Leadership training and Instructional Rounds Training conceptualized by Dr. Elmore (\$15,000 per year)		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Differentiated PD by role and responsibility			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$30,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$15,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$45,000	\$0	
3	Specify topic/purpose/service: PD: The Together Teacher for all staff each year of the grant (\$10,000 per year)		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$25,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$5,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$30,000	\$0	
4	Specify topic/purpose/service: Contracted Social/Emotional Counselor for Students (CIS or similar) (\$75,000 per year – salary and overhead)		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Student, parent, family counseling and referral to community based services			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$150,000	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$75,000	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$225,000	\$0	

Schedule #8—Professional and Contracted Services (6200) (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

5	Describe topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$

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Contractor's subgrants, subcontracts, subcontracted services		\$	\$
Contractor's supplies and materials		\$	\$
Contractor's other operating costs		\$	\$
Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$0

7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

a.	Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:	\$0	\$0
b.	Subtotal of professional services, contracted services, or subgrants less than \$10,000:	\$112,365	\$0
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:	\$345,000	\$0
d.	Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:	\$0	\$0
(Sum of lines a, b, c, and d) 3-Year Grand total		\$457,365	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #9—Supplies and Materials (6300)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Expense Item Description**Technology Hardware—Not Capitalized**

6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
	1	Mobile devices (e-readers) with cases for protection	1:1 mobile technology devices for students in grades 3 (120), 4 (120), and 5 (125); includes 35 additional replacement units in years 2	400 e-readers and 415 cases	\$209.00	\$95,600	\$0
	2	Amazon e-reader carts	4 carts per grade level; provides efficient charging, upgrade capacity and device management	12	\$1,000		
	3				\$		
	4				\$		
	5				\$		
	6399	Technology software—Not capitalized (\$15 e-books for e-readers; 30 per device; \$100k year 1, 50k year 2, 30k year 3)					\$180,000
6399	Supplies and materials associated with advisory council or committee					\$0	\$0
Subtotal supplies and materials requiring specific approval:						\$0	\$0
	Remaining 6300—Supplies and materials that do not require specific approval:					\$258,150	\$0
3-Year Grand total:						\$533,750	\$0

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

Writing: Teacher kits, student materials	\$6,000
Reading: Texas Treasure (state-adopted, STAAR-aligned)	\$15,000
Together Teacher and other teacher training materials for annual PD (\$150/teacher x 37)	\$5,550
"Mini-grants" of supplies and materials for classrooms as in-kind incentive pay for teachers; up to \$250 per IA x 4 x 37 teachers (max)	\$37,000
Supplies and materials for grades 3-5 teachers during Summer School (differentiated, non DI training)	\$5,000
Supplies and materials for parent and community engagement: Family Math Night; Family Reading Night; Family Science Night; etc. (instructional materials, marketing materials/printing/postage, meeting costs, etc.)	\$12,000
Supplies for CIS Counselor (\$500/month x 11 months)	\$5,500
TOTAL PER YEAR	\$86,050
X 3 YEARS	\$258,150

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 108807		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval: See below		\$60,690	\$0
3-Year Grand total:		\$60,690	\$0

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

In-state travel (mileage) for Principal, School Leadership Team, and Teachers to observe other high-performing schools and classrooms in the district. Funding is for 42 staff to take 2 trips per year at \$30/trip (NOTE: IDEA teachers have no grade and subject common peer in the same building)	\$2,520
In-state travel for school leaders and teachers to conduct Excellent Schools Visits (ex: to KIPP, Harmony, and other IDEA schools in San Antonio, Houston, and/or Austin)—4 groups of up to 4 staff per year for 2-day trips accompanied by 1 SLT member	\$13,640
In-state travel (hotel, transportation) for 6 teachers per year to attend 3 day Capturing Kids' Hearts training focused on developing safe, trusting, self-managing classrooms	\$1,500
In-state travel for 3 staff to attend required school leadership trainings for TTIPS grant	\$2,570
SUBTOTAL IN-STATE TRAVEL	\$20,230

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Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$0	\$0

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: **704**

Category	Number	Percentage	Category	Percentage
African American	0	0%	Attendance rate	97.9%
Hispanic	698	99%	Annual dropout rate (Gr 9-12)	NA
White	4	1%	Annual graduation rate (Gr 9-12)	NA
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	44%
Other	2	0%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	60%
Economically disadvantaged	633	91.74%	Students taking the ACT and/or SAT	NA
Limited English proficient (LEP)	364	52.75% (ELL)	Average SAT score (number value, not a percentage)	NA
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	NA

Comments:

Since 2000, IDEA Public Schools has expanded to 30 schools in the Rio Grande Valley, San Antonio, and Austin, serving more than 15,000 students whose demographics reflect the significant need of the region: **District wide**, 30% are English Language Learners, 95% are of Hispanic decent, and 86% qualify for free and reduced meal (FRL) program. This combination of obstacles to success in a rigorous college-preparatory program located in the Rio Grande Valley of Texas seems daunting to many educators and the public at large, but the committed teachers and leaders of IDEA Public Schools welcome the challenge to do what many believe cannot be done: exceed expectations and academic performance without excuse for student background, family educational attainment, or socio-economic level. **At IDEA Mission Academy almost 92% of all students are economically disadvantaged**, with little or no additional resources for academic assistance or enrichment activities outside of those available during or after school; **over 54% of all students are considered at-risk; almost 53% are English-language learners—the second-highest rate out of 30 campuses in the district** (state average is 17.1%) and **99% of students are Hispanic**—a population historically underserved by public education and underrepresented in higher education. STAAR test results from the 12-13 year are unacceptable in the eyes of the state and in the eyes of the executive team at IDEA. Targeted interventions are necessary to bring IDEA Mission Academy up to expectations in the district and beyond.

Below: All instructional staff are included (Teachers, Co-teachers, Teacher Fellows, and Teacher Residents, All IDEA Teachers, and most co-teachers have their bachelor's degree. All IDEA Teachers are certified).

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	1	2.7%	No degree (Includes Co-teachers)	6	16.22%
Hispanic	33	89.19%	Bachelor's degree	31	83.73%
White	3	8.11%	Master's degree	0	0%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	32	91.89%	Avg. salary, 1-5 years exp.	\$33,877	N/A
6-10 years exp.	2	5.41%	Avg. salary, 6-10 years exp.	\$46,350	N/A
11-20 years exp.	0	0%	Avg. salary, 11-20 years exp.	-	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	117	114	122	112	119	123	0	0	0	0	0	0	0	704
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	117	114	122	112	119	123	0	0	0	0	0	0	0	704

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program. **(PLEASE SEE NOTE BELOW.)**

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	9	8	8	4	4	4	0	0	0	0	0	0	0	37*
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	10	8	8	4	4	3	0	0	0	0	0	0	0	37

* **NOTE:** This includes certified teachers, paraprofessionals with instructional assignments, and co-teachers (all instructional staff)

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District Process

Each IDEA school carries out an extensive Needs Assessment and Campus Improvement Plan each spring, which is tailored to the unique circumstances of the campus and is used as a guide for budget allocations, program decisions, and managerial strategy. At the district level, IDEA's Executive Team, composed of the CEO, Chief of Schools, Chief Program Officer, Chief Human Assets Officer, Chief Operating Officer, Chief Financial Officer, and Chief Advancement Officer, meets weekly to systematically assess IDEA's district wide and campus-specific needs, set rigorous goals, and measure progress. This information is tracked and becomes part of IDEA Public Schools' District Improvement Plan.

Each year, IDEA updates its **organization-wide goals**, which address its three core priorities: **1) Students Graduate College-ready; 2) Build a Strong and Sustainable Organization; and 3) Achieve Mission at Scale.** This scorecard serves as a public display of actual progress toward 18 different indicators that include student achievement and growth; college acceptance, matriculation, and completion; employee retention; organizational strength; teacher and student attendance; parent/family satisfaction; student enrollment and demographics; and the timely hiring of excellent staff. IDEA also has a Strategic Plan for Growth and Expansion (developed in 2004 and revised/expanded in 2011), weekly reviews of student achievement/mastery of TEKS objectives, four annual Interim Assessment (IA) data points, and a system for disseminating information throughout the organization.

Campus Process

IDEA Mission Academy created its individual improvement plan in May with input and recommendations from the entire faculty. The finished plan was submitted to the VP of schools, who looks for trends and key areas of growth to target in the overall district improvement plan. **IDEA Mission's overarching need as it relates to this TTIPS initiative is to improve student academic achievement in math and reading, and in particular (in order to exit Priority Schools status), to improve achievement results on reading/math indices at the All Student level.** As almost 53% of Mission's students are ELL and low scores on STAAR Reading and Writing persist, **Mission: Accomplishment** will focus heavily on reading and language arts.

IDEA Mission Academy conducted its 2014 needs assessment process in conjunction with planning for this TTIPS initiative and systematically reviewed the following data sources in order to surface all areas of need:

Area	Data Sources Reviewed
Student demographics	PEIMS, AEIS, TAPR
Student achievement in reading	Interim Assessments (IAs), STAAR benchmark and actual exam results, "exit slips" (weekly measures of objective mastery; see pages 34-35)
Student achievement in math	Interim Assessments (IAs), STAAR benchmark and actual exam results, "exit slips" (weekly measures of objective mastery; see pages 34-35)
Student promotion/retention	Enrollment data (2012-13 and 2013-14)
Student persistence (year over year)	Enrollment data (2012-13 and 2013-14)
Student cohort persistence	Enrollment data (2012-13 and 2013-14)
Instructional materials	Available inventory—including books, kits, teacher materials, textbooks, etc.
Electronic resources	Available subscriptions, programs, and electronic supplements to instructional materials
Instructional technology	Technology equipment available to teachers and students
Teacher Quality	Teacher qualifications, GET rubric (IDEA version of PDAS system) scores/teacher observation and evaluation data, scores on high-stakes, statewide tests, student feedback, and parent feedback
Teacher Retention	Instructional staffing data (2012-13 and 2013-14) and updated projections
Organizational health	Organization-wide 13 question Gallup-survey gauges employee satisfaction; Teacher, parent, and student surveys (2012-13; 2013-14 will be analyzed upon completion June 2014; compared with January 2014 and 2013 results).

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This thorough, wide-ranging, and comprehensive needs assessment process described on the previous page resulted in district and school leaders prioritizing the following top five needs to be addressed through **Mission: Accomplishment**

- 1. Improve student academic performance in reading, writing, and math** (Provide high-quality **instructional materials** for students and **professional development** for teachers, co-teachers, and teaching fellows to improve teaching and learning)

RATIONALE: Of Mission's K-2 students, 25% met their expected Math growth and 19% met their expected Reading growth on the Spring 2013 NWEA administration. On the 2012-2013 STAAR exam, 60% of students met Level II standard in Reading and 44% met Level II standard in math. While IDEA Mission has proven it can significantly improve academics for high-needs students in math as evidenced by 2013-2014 preliminary STAAR results, the school must improve teacher quality and effectiveness in reading, writing and language arts, as 92% of teachers at IDEA Mission have fewer than 5 years teaching experience. Almost 53% of IDEA Mission Academy's students are ELLs, so the focus of this project will be on reading/language arts as well as building teachers' capacity to be better teachers of writing and mathematics. **2013 rating: Improvement Required.**

- 2. Provide high-quality professional development for the IDEA Mission Academy School Leadership Team**

RATIONALE: Professional development for school leaders is broader and more comprehensive than that for classroom teachers focused on delivering high-quality instruction. Developing, coaching, and supporting high-quality school leadership will build capacity to support programs initiated under this TTIPS project. PD will encompass data analysis, school climate, and transformational leadership, among other topics specific to the role (Principal, Assistant Principals of Instruction/Operations, and Counselor).

- 3. Identify and reward school leaders and instructional staff for their contributions to improving student achievement and student persistence.**

RATIONALE: Incentivizing short- and long-term improvements in student achievement as measured by Interim Assessments 4 times a year, STAAR results, student persistence (year over year), and achieving a higher campus rating with financial as well as nonfinancial compensation contributes to teachers' overall satisfaction and improves teacher retention. IDEA's Teacher Career Pathway, coupled with nonmonetary incentives plus bonus pay differentiated by role and responsibility will help IDEA Mission achieve its goals, rewarding teachers, leaders, and other school staff for their individual and collective contributions. In a 2012 study by Ronfelt, Loeb, and Wyckoff, of the effects of turnover on 850,000 New York City 4th and 5th graders, over 8 years, the researchers found that teacher turnover has a significant and negative effect on student performance in both reading and math. Furthermore, the results indicate that turnover is particularly harmful in schools with large populations of low-performing students, and finding suggests that the negative impact of turnover also extend to the teachers and students who stay behind. (Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4-36.)

- 4. Improve parent and community engagement and services for families.** (Social-emotional supports; referrals to community-based social services.) *All materials and communications will be provided in both **English and Spanish**.*

RATIONALE: There is **currently no mechanism, program, or staff position dedicated to providing social-emotional supports** for students or social services or referrals for families. TTIPS funding will allow Mission to address this deficiency by proactively and reactively addressing the social-emotional needs of individual students and families as well as to improve parent, family, and community engagement with professional development and learning, both on campus and at home.

- 5. Improve the overall school climate for IDEA Mission Academy**

RATIONALE: On the 2012-2013 organizational health survey, only 51% of the teachers at IDEA Academy Mission reported that they have the materials they need to be successful, 28% reported that no one encourages their professional development, and 38% reported that they have a best friend at work. This is unacceptable. An improved school climate (as indicated by annual satisfaction surveys administered to parents, students, and faculty/staff as well as teacher retention and student persistence) is a measure of organizational health and effectiveness. Meeting needs 1-4, above, will also contribute to an overall improved school climate.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **108807** Amendment # (for amendments only):**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student academic performance in reading, writing, and language arts (Provide high-quality instructional materials for students and professional development for teachers, co-teachers, and teaching fellows to improve teaching and learning)	<i>TTIPS grant funds will provide:</i> <ul style="list-style-type: none"> • Additional staff (1 Reading specialist/teacher trainer; 2 reading interventionists, hourly co-teachers to staff the AR reading lab during summer sessions, extending learning time; 1 co-teacher to provide release time for teacher leaders and others to observe others and conduct Excellent Schools Site Visits to learn best practices and improve teaching skills); • Staff development in reading, writing, and language arts; data analysis; special education and ELL accommodations/modifications and Response to Intervention (RtI); and instructional organization and efficiency (The Together Teacher); • 1:1 e-readers for students in grades 3-5, the use of will extend the school day to the home learning environment and provide digital reading resources to students who would otherwise not have the means to afford or access them; and increased reading hours and exposure to English vocabulary for all students (including ELL students).
3.	Provide high-quality professional development for the IDEA Mission Academy School Leadership Team (SLT)	<i>TTIPS grant funds will provide:</i> <ul style="list-style-type: none"> • Year-long, job-embedded coaching for Principal on Transformational School Leadership; • Opportunities for teacher leaders/school leaders to participate in (on-campus) high-quality training by Harvard Graduate School of Education's Institute for School Leadership; and • Opportunities to visit high-performing schools and master leaders/teachers outside IDEA Public Schools and/or Rio Grande Valley.
2.	Identify and reward school leaders and instructional staff for their contributions to improving student achievement and student persistence.	<i>TTIPS grant funds will provide:</i> <ul style="list-style-type: none"> • In-kind incentive rewards for teachers whose students make learning gains on Interim Assessments (measured 4 x /year) in the short term (example: an afternoon off from teaching responsibilities to plan); • Performance pay (cash) for teachers for meeting high-stakes, end of year, statewide assessment targets; and • Meaningful bonus pay for school leaders (principal, assistant principals of instruction/operations, and academic counselor) who meet bold school-wide goals.
4.	Improve parent and community engagement and services for families. (Social-emotional supports and referrals to community-based social services.)	<i>TTIPS grant funds will provide:</i> <ul style="list-style-type: none"> • Materials and resources to bring parents, families, and the community into the school for Family Math Night, Family Reading Night, Family Science Night, and other academically-focused events; • Communication (in English and in Spanish) with parents regarding instructional activities they can do at home with their children; • 1:1 technology that students can use to extend learning time to the home; and • A full-time Communities in Schools counselor to improve the social and emotional health of students, parents, and families.
5.	Improve the overall school climate for IDEA Mission Academy.	<i>TTIPS grant funds will provide:</i> <ul style="list-style-type: none"> • Professional development for the School Climate and Culture committee in working effectively with adults of different learning/working styles, etc.; and • Professional development in Capturing Kids' Hearts aimed at improving student trust, motivation and empathy for diverse cultures and backgrounds; reducing delinquent and off-task behaviors.

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Schedule #14—Management PlanCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (required)	Elizabet Garza—VP of Schools and IDEA DCSI Experience: 24 years in public education as a teacher, assistant principal, curriculum facilitator, and principal. Prior B.A. in Bilingual Education and Elementary Education; M.A. in Curriculum, Reading Specialist; Principal Certification Responsibilities: Serve as Project Director for Mission: Accomplishment oversee project implementation and ensure all aspects are on track and students are progressing; approve professional development (PD); facilitate PD as needed/required; serve on the Project Management Team; serve as liaison from the school to the district/Executive Team; provide other support to school, leadership team, and teachers as appropriate; Bilingual
2.	Reading Specialist	To Be Hired; Experience: At least 3 years exemplary elementary reading instruction; train-the-trainer; comfortable speaking in front of large groups and conducting professional development seminars; demonstrated knowledge of SIOP and ELL strategies; B.A. in Education with specialization in Reading and applicable Texas teacher certifications required; Master's degree in Curriculum and Instruction/Reading preferred; Responsibilities will include teaching, managing 1 AR Co-teacher and their professional development; creating reading lesson plans for reading lab instruction; use Read Naturally and 5 components of reading to ensure students have a sound foundation for reading; ensure all students are being adequately challenged at their appropriate levels to achieve and increase academic growth; train new teachers on AR; etc.;
3.	Reading Interventionists	To Be Hired: Experience: Experience teaching grades 3-5 with exemplary results in TAKS/STAAR; train-the-trainer comfortable speaking in front of large groups and conducting professional development seminars; demonstrated knowledge of SIOP and ELL strategies; Responsibilities: pulling out small group of students for tutoring; providing professional development for all 3-5 teachers in curriculum and pedagogy; responsible for the RTI/SAC process and progress monitoring for students in this process
4.	Co-teacher for release time	To Be Hired Experience: degreed and/or certified teacher; Responsibilities: Provide release time for teacher leaders (grade chairs, others) to monitor implementation of the instructional program in their grade level, observe peers, and visit high-performing schools and classrooms in the district and/or in other cities outside the Rio Grande Valley (Houston, Austin, San Antonio);
5.	Expert Instructional Consultant	To Be Contracted: Expert from the Harvard Graduate School of Education with more than 20+ years of experience in building capacity for instructional improvement in low-performing schools to conduct training on leadership in teaching and "instructional rounds." Plans and expectations for professional development will be vetted and approved by the DCSI in accordance with IDEA Pubic Schools' policies for ensuring high-quality training. (Example: Dr. Richard Elmore or post-doctoral/graduate fellow from HGSE; or alternative consultant experienced in PD on instructional rounds.)
6.	External Organizational Consultant	To Be Contracted: Organizational consultant(s) with decades of experience juggling high-volume roles in results-oriented non-profit organizations to conduct training for teachers, principals, and other administrators to teach each to maximize their time by creating customized organizational systems that hold up to fast-paced, high-volume, on-the-move professions. Training on simple beliefs, basic skills, concrete tools, and consistent habits that help prioritize and get it all done. (Example: Maia Heyck-Merlin, et al. from The Together Teacher; Website: https://www.togethertheteacher.com/about/ .)

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools has 14 years of experience recruiting, selecting, and providing oversight to external consultants and service providers to ensure their quality. Examples include hiring high-quality project planning and program design consultants (pre-application) and external evaluators (post-award) for the **2010 Investing in Innovation (i3) grant**; working with the **National Math and Science Initiative (NMSI)**, based in Dallas, (<https://www.nmsi.org/>); our ongoing relationship with the **National Institute for Direct Instruction (NIFDI)**, (<http://www.nifdi.org/>), which includes annual training for teachers in K-5 (with an emphasis on K-2); and **Kagan Learning** (<http://www.kaganonline.com>).

For all external consultants, IDEA employs the following general process:

- Seek referrals from trusted sources, including Executive staff and other high-performing charter schools and/or districts/LEAs;
- Obtain a resume/CV from the consultant being considered;
- Conduct extensive interviews (by phone and/or in person if available) to determine best-fit;
- Obtain testimonials and input from the consultant's previous clients as appropriate;
- Obtain evidence of consultant's prior success on similar projects;
- Conduct background check as appropriate/necessary; and
- Ensure ongoing communication with the consultant and between consultant and IDEA staff during the contract period to monitor quality of service.

In the case of the **Harvard Graduate School of Education's Institute for School Leadership**, IDEA has extensive experience having district executives, directors, managers, and school leaders (principals, assistant principals and principals in residence) trained by staff at this revered institution and are confident that the training Harvard provides is of the highest quality in the nation today. As IDEA has budgeted \$45,000 for **on-campus training and professional development (1x per year for 3 years)** from either Dr. Elmore or a professional consultant trained in Dr. Elmore's instructional rounds and leadership philosophy.

IDEA Mission Academy has provided the following evidence of the quality of this program:

About "Instructional Rounds" and Dr. Richard Elmore, founder of the philosophy:

Instructional rounds are intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it. Inspired by the medical rounds model used by physicians, the authors have pioneered a new form of professional learning known as instructional rounds networks. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching. Professor Elmore at Harvard who believes deeply in networks of teachers observing one another and giving each other feedback. Dr. Elmore writes: "The impact of professional development is inverse to the square of its distance from the classroom." And "The most powerful professional development manages teachers' learning through predictable stages of practices and performance." This training should help teachers to understand practices already in place, e.g. Guideposts for Excellent Teaching evaluations and weekly data conversations, as well as to initiate new practices, e.g. observations of high-quality instruction, to take their teaching to the next level.

"Instructional practices change not because people think that the ideas are good, that they're good for kids or that they're going to prove to be effective over time. Practices in education change because someone has figured out how to displace the default culture with another culture. People don't adopt good practices because they're good ideas and because they work. They adopt them because they've discovered that if they don't adopt them, they can't function in the organization." - Dr. Richard Elmore

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the campus level, the Mission: Accomplishment Project Management Team (PMT) will consist of the DCSI, Principal, API, Reading Specialist, and one additional Mission teacher. This team will meet **weekly** throughout the program implementation period to identify specific project needs, strategies, challenges, and solutions; communicate about program activities, staffing, training opportunities; monitor and adjust program activities as determined by data-indicated need; and act swiftly to immediately correct any problems with project delivery, and monitor and adjust program activities as determined by data-indicated need. The Project Coordinator will document program changes electronically and will document project updates via email, phone calls, and in person weekly throughout the project period in order to ensure campus-wide support for the project, coordinate funding, and plan for project sustainability; and ensure program compliance and financial management/reporting. In addition to weekly parent newsletters in English and Spanish, quarterly reports will be made publicly available to the larger school community in both written and electronic format. **At least quarterly** throughout the project period, the PMT will review participant feedback (satisfaction surveys, teacher training evaluations and feedback, etc.) and other program data as appropriate (in keeping with all applicable privacy laws and policies), advise project staff on program adjustment, and generally represent the voice of all stakeholders throughout the funding period. The DCSI, as supported by the district's Director of Staff Progression and Director of Research and Analysis, will work with the Project Coordinator to review and interpret project data, complete all project reports, and advise project staff on managing the project from a data-driven perspective.

The IDEA Mission Academy Principal, Assistant Principal of Instruction, VP of Schools, and Instructional Specialists will continue to deploy the full range of teacher evaluation processes and tools in the three-part Staff Development Cycle (see pages 28-29 for more detail), providing feedback on teacher quality to the Project Management Team. Additionally, IDEA Mission Academy will continue to participate in quarterly Interim Assessments (IAs), which provide standardized, objective-level student achievement data that teachers and staff use as a measure of teacher quality and effectiveness (and their related needs for professional development), which the district analyzes by subject, grade, school, region, and across IDEA as a whole. The Principal will also continue to facilitate collection and incorporation of student and parent surveys, classroom observation data, teacher peer observation reports and teacher performance reflections from the staff development cycle.

The IDEA Mission Academy Principal and Assistant Principal of Instruction (API) engage in **weekly data conversations with teachers**. In grades K-2, data collection and review take place weekly with the Direct Instruction (DI) program. Students are then potentially regrouped for instruction based on this data. Similarly, with teachers of students in grades 3-5, the teacher and Principal sit down for a "data conversation" that focuses on specific students, the next steps that the teacher will take in their instructional practice, and which specific objectives are to be retaught and when.

At the district level, IDEA Public Schools employs weekly **Executive Team meetings to review weekly data points** aligned to IDEA's annual goals around student achievement, attendance, persistence, and teacher retention. Each senior leader reports on progress toward these goals and in this way monitors and manages the organization's overall academic, support services, financial, and facility's needs. Meetings will continue throughout the project period and will include reports from the **Mission: Accomplishment Project Coordinator/Project Management Team** as appropriate to ensure program compliance and necessary adjustments made in a timely manner.

A specific example of how district-level data review has led to instructional change involves senior leadership team review of Interim Assessment data for students in grades 3-5. When weekly reviews showed students were not improving at an on-track rate to meet IDEA's instructional goals, the team modified the curriculum, moving away from Direct Instruction at these grades mid-year (January 2014) and toward a curriculum that aligned directly with the STAAR examination. Teachers were trained on the new approach and were supported in the field by 1:1 coaching with district-wide consultants.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

IDEA Public Schools is committed to the cost-effective implementation of this and every project it undertakes and realizes that managing resources effectively includes continually assessing, updating, and communicating the need for such resources and monitoring and adjusting project activities to bring them into alignment with these needs. To this end, the district has a designated Grant Accountant whose primary responsibility is ensuring fidelity in compliance to fiscal guidelines for all grants throughout the district. Additionally, the district has a Grant Manager on the development team whose primary responsibility is to ensure program, operations, and reporting compliance to TEA regulatory guidelines for all grants throughout the district. Together the Grant Accountant and Grant Manager will work with Project Management to pro-actively advise Project Management on program activities.

At all stages of project implementation and management, the **Mission: Accomplishment** Project Coordinator will have the support of IDEA's Chief Program Officer, Chief Human Assets Officer, Director of Staff Progression, Chief of Advancement (Development), Grants Manager, and VP of Accounting (and budget office) who will advise the Project Management Team on adherence to all district policies and procedures relating to the following: maintaining fiduciary and financial responsibility for all grant activities; keeping accurate accounting data, records, and archiving of supporting documentation for all charges; requesting funds through the automated payment request systems; and preparing and submitting written expenditure reports to TEA.

Without TTIPS funding, the depth and intensity of interventions, resource deployment, and program solutions for Mission: Accomplishment will not be possible.

That said, there are several existing efforts that are related to the planned project and will help to maximize the effectiveness of grant funds:

- 21st Century Community Learning Center grant provides 12 hours per week of after school and Saturday academic and enrichment activities, plus 6 weeks of summer school aimed at increasing instructional time primarily for students with the lowest achievement.
- EEIP grant supports the development and roll-out of the Teacher Career Pathway; a system that rewards and recognizes teachers for their pedagogical and professional achievements; a system that allows for five levels- or Stages- of teacher proficiency, from Beginning to Master, with the ability for each teacher to move up or down the pathway according to performance.

In the unlikely event that IDEA Mission Academy should fail to achieve the measures necessary to exit Priority Schools status by 7/31/2017, IDEA will identify resources to sustain this TTIPS program beyond the initial funding period and promises to accomplish the following: maintain accurate, up-to-date records of grant activities and expenditures; file accurate, thorough interim and final progress and financial reports in a timely manner; fully account for the accomplishment (or failure to accomplish) each program objective and performance target; coordinate grant funding with other federal, state, and local/ADA funding to maximize program effectiveness and student achievement; and share details of its model and the results of its program with others.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	QUANTITATIVE: Regularly review student achievement data (Interim assessments, STAAR benchmark and actual results, student promotion/retention, year-over-year student persistence, student cohort persistence, etc.)	1.	Multiple measures of achievement for 100% of students analyzed weekly; "exit slips" completed each week based on the core content area objective taught, scored using GradeCam, and analyzed by individual teachers and teaching teams to inform instruction
		2.	At least 95% of all students participate in four benchmark/Interim Assessments, administered annually in core content areas
		3.	School- and district-wide student achievement continues in an upward trend (<i>Goals: K-5 students ending on or above grade level or growing 1.5 grade levels in one year; 90% of all students passing STAAR; 90% achieve Level II STAAR; 30% achieve Level III STAAR; and 95% of all students improving math and reading grades from fall to spring.</i>)
2.	QUANTITATIVE: Conduct regular review of staffing projections, teacher quality, teacher retention, and number of teachers trained in high-quality instructional practices and data analysis	1.	Staffing projections for IDEA Mission Academy updated monthly (as part of district's commitment to this for all schools)
		2.	IDEA Mission Academy fully staffed with highly qualified, high-performing teachers by 8/15/15, 8/15/16, and 8/15/17
		3.	Retention rate for high-quality teachers continues in an upward trend (Goal: 85%; Regrettable departures less than 10%; no limits on non-regrettable departures.)
3.	QUANTITATIVE: Ensure teachers progress along the Teacher Career Pathway (TCP) as a result of their contribution to student achievement, as measured by IDEA's Guideposts of Excellent Teaching (GET) Rubric and supervisory evaluations	1.	100% of teachers participate in the three-part Staff Development Cycle—see #4, below
		2.	Ensure TCP transparency: release teacher evaluation data to IDEA Mission Academy learning community
		3.	100% of teachers and school leaders whose students have improved academically as measured against pre-determined goals and targets are rewarded with financial and/or nonfinancial incentives in accordance with IDEA's district-wide policies and procedures and the goals/targets for this TTIPS initiative
4.	QUANTITATIVE & QUALITATIVE: Conduct teacher evaluation/reflections cycle	1.	100% of teachers complete BOY goal-setting tool
		2.	100% of teachers complete MOY self-assessment and action plans
		3.	100% of teachers complete EOY summative evaluation conference/rubrics
5.	QUANTITATIVE & QUALITATIVE: Conduct annual survey of organizational health and strength	1.	At least 98% of IDEA faculty and staff respond to organizational health annual survey
		2.	At least 85% of staff indicate overall positive ratings on organizational health survey
		3.	Teacher retention continues in an upward trend (Goal: 85%)

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Schedule #15—Project Evaluation (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Both formative and summative evaluations of Mission: Accomplishment will be based on multiple qualitative and quantitative measures as indicated on the preceding page (student achievement and growth, staffing and teacher retention, career progression, teacher evaluations and self-assessments, and organizational strength).

- **Student achievement** data is gathered weekly through GradeCam-scored exit tickets as well as through Interim Assessments, progress reports, quarterly report cards, benchmark STAAR exams, and annual STAAR results.
- **Teacher retention** data is monitored on an ongoing basis but is officially reported annually as year-over-year retention, which is more rigorously than most schools and districts, which typically report it from Fall to Spring (within the year);
- **Numbers of teachers trained/served**, as well as feedback on the perceived effectiveness of each training provided will be monitored monthly as **Mission: Accomplishment** program activities and trainings occur (qualitative data will be obtained through participant surveys; quantitative/impact data will be obtained, in part, through monitoring student achievement following the training provided); and
- **Teacher satisfaction (as a component of school climate/organizational health)** will be monitored anecdotally each semester but will be officially recorded and reported as a result of the annual organizational health survey of all staff and by follow-up surveys on teacher satisfaction with the Teacher Career Pathway (TCP). (Parents and students will also be asked to participate in organizational health surveys annually.)

In the **day-to-day operations** of this TTIPS program (and in addition to weekly Project Management Team meetings), representatives from school leadership and teaching faculty will meet periodically to share progress towards goals and participate in feedback protocols about each component of **Mission: Accomplishment**. During these meetings goals and metrics will be collected and reestablished for future meetings. IDEA Mission leaders will also consult with IDEA's Director of Software Development (re: TCP Dashboard development milestones); the Director of Marketing and Communication (re: parent/community communication); representatives of elementary programming (re: creating and evaluating student achievement metrics); the Director of Data and Analysis (re: building data models); and the Chief Advancement Officer (re: coordinating funding from multiple sources to ensure efficient operations of this project, eliminate duplication of effort, and ensure supplement-not-supplant). Relevant metrics will be presented to the district's senior leadership team, including the District Coordinator of School Improvement (DCSI), on a weekly basis.

Results of **annual student and parent surveys** on pedagogical and professional performance supplies additional feedback to teachers and represents a metric used to evaluate teachers for their placement on the Teacher Career Pathway. The surveys pose questions about students' academic experience in a teacher's class and parents' experience of teacher and school communication and opportunities for involvement. Results will be shared with the CIS coordinator to ensure upward trend in parent satisfaction.

IDEA Mission's implementation of the recently developed TCP, together with the three-part Staff Development Cycle (teacher evaluation system) will provide a comprehensive and quantifiable data on teacher effectiveness, teacher leadership and professional development activities, and student growth to determine their placement and progression on the TCP and the concomitant level of reward and recognition earned. In order to ensure efficiencies of operations and effective integration of data collection systems, these measures will also be used in determining the effectiveness of **Mission: Accomplishment**.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.☒ Transformation☐ Turnaround☐ Closure☐ Restart**For TEA Use Only**

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **108807**

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Provide DNR (Diana Ramirez) Reading training for all teachers <i>(No grant funds are necessary for this activity. Consultant is being paid for out of other funds.)</i>	9/01/14	12/20/16
			B. Expand the Rock & Roll math curriculum to satisfy new math TEKS (curriculum alignment, write lessons and common assessments, add financial literacy lessons) and provide training for teachers	9/1/14	12/20/16
			C. Provide research-based writing training (New Jersey Writing Project or other comparable training) for all K-2 teachers to strengthen the foundation for students' literacy	9/01/14	12/20/16
			D. Provide training for Special Ed/ ELL teachers in best practices for accommodations/ modifications and RTI	9/01/14	12/20/16
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Hire consultants/trainers from the Harvard Graduate School of Education to train school leaders on data analysis, improving school climate, and other topics as appropriate to their role and responsibility. http://www.gse.harvard.edu/ppe/programs/prek-12/index.html	1/15/2015	12/20/16
			B. Continue to collect data on student reading and math achievement through Direct Instruction to differentiate instruction and group students by level. <i>(Grant funds have been allocated to extend this activity beyond what is currently taking place.)</i>	8/25/14	5/25/17
			C. Continue to collect data through the Renaissance Learning Math and Reading programs <i>(No grant funds are necessary for this activity.)</i>	8/25/14	5/25/17

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			<p>D. Continue to administer 4 Interim Assessments (IAs) in reading and math each year (aligned to curriculum and scope and sequence, which allow district and school leadership to compare student achievement within and across schools to determine if students are on track and teachers are providing effective instruction).</p> <p>Student data collected through IAs will serve as a basis for incentive pay for teams of teachers of Mission Academy students in grades 3-5. In grade levels whose students show 50% passing on IA #1, 75% passing on IA #2, 85% passing on IA #3, and 90% passing on IA #4, each teacher will receive up to \$250 in store credit for instructional materials for their classroom after each achievement has been documented (total not to exceed \$1,000 per teacher in one 12-month period). In lieu of instructional materials, teachers may opt for other nonmonetary compensation, such as a half-day off from teaching duties to plan more in-depth units or lessons. (A dedicated co-teacher will provide release time so that the quality of instruction is not interrupted.)</p>	9/1/14	4/30/17
			<p>E. Student data collected through DI will serve as a basis for incentive pay for teachers of Mission Academy students in grades K-2. In grade levels where students show 95% of students are on-track to hit their year-end DI goal, all teachers will receive up to \$250 in store credit for instructional materials for their classroom after each achievement has been documented (total not to exceed \$1,000 per teacher in one 12-month period). In lieu of instructional materials, teachers may opt for other nonmonetary compensation, such as a half-day off from teaching duties to plan more in-depth units or lessons. (A dedicated co-teacher will provide release time so that the quality of instruction is not interrupted.)</p> <p><i>NOTE: IA data is collected 4 times a year. DI data is collected monthly (up to 10 times a year). For this grant period, IDEA Mission will align incentive pay data collection points to the 4 IA test periods to ensure equity of access to incentive pay across all teaches and all grades, K-5. DI data is gathered on the 5th of each month.</i></p>		

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			<i>Therefore, the DI collection date closest to each IA data collection date will serve as the benchmark for incentive pay for teachers of students in K-2.</i>		
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Participate in technical assistance workshops and sessions provided by TEA-selected consultants <i>(A nominal fee is included in this project's budget.)</i>	8/1/14	7/31/17
			B. Qualitatively and quantitatively measure the effectiveness of DNR (Diana Ramirez) Reading training on student reading achievement <i>(No grant funds are necessary for this activity. Consultant is being paid for out of other funds.)</i>	1/15/15	5/25/17
			C. Assess the impact of the expanded Rock & Roll math curriculum (including the impact of teacher training) on student math achievement	1/15/15	5/25/17
			D. Qualitatively and quantitatively measure the effectiveness of New Jersey Writing Project (or comparable training) on students' developmental writing skills and overall literacy	1/15/15	5/25/17
			E. Provide training for Special Ed/ELL teachers in using data to create effective accommodations/ modifications and RtI	9/1/14	12/20/16
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Continue to administer 4 Interim Assessments (IAs) in reading and math each year (common assessments, aligned to curriculum and scope and sequence, which allow district and school leadership to compare student achievement within and across schools to determine if students are on track and teachers are providing effective instruction). The IDEA Public Schools practice known as "Course Collaboration" is the main opportunity for teachers to work with their grade level and content similar peers (example, all 8 th grade science teachers	9/1/14	4/30/17

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		<p>across the district) to discuss and share pedagogical strategies. Course collaborations occur four times each year after Interim Assessments (IAs) are administered to students and data is gathered for teacher and principal review. Twice each fall, for benchmarking purposes (March and May), IAs give teachers clear and direct feedback on the strength of their teaching strategies relative to their peers. Student results by teacher are shared across the region as teachers convene by subject and grade level to disaggregate the data and identify the six objectives on which students scored the highest and lowest (three of each). The transparency of this process is one way that teachers identify role models or mentors. Teachers then engage in one-on-one and group discussions with each other to reflect on their own teaching strategies, seek input on best practices to incorporate, and learn from each other as to what works in when teaching a particular concept, objective, or standard.</p> <p>At the Academy (elementary, K-5) level, Course Collaborations (known as "Cien por ciento" or "100%") began in the fall of 2013. Now, teachers at grades 3-5 meet by grade and content area to review data as described above.</p> <p><i>(No grant funds are necessary for this data collection activity, though grant-funded incentive pay will be awarded as appropriate.)</i></p>		
		<p>Use a variety of data sources to measure the impact and effectiveness of individual teachers on student achievement. IDEA collects data 4 times each year from Direct Instruction (K-2) and Interim Assessments (grades 3-5), plus collects data from benchmark and actual STAAR exams, and student persistence (year over year). Other data that is tracked, though not considered for incentive or bonus pay, includes STAR, DIBELS, NWEA, and TPRI.</p> <p><i>(No grant funds are necessary for this activity.)</i></p>	9/15/14	6/15/17

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			C. Continue to use Lightbulb, IDEA's comprehensive, data analysis system that tracks student data and student assessments <i>(No grant funds are necessary for this activity.)</i>	8/25/14	7/31/17
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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal who led the school prior to the commencement of the transformation model.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i> This is not required, as the IDEA Mission Academy Principal came on board in the 2011-12 school year.	NA	NA
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i>	A. Provide yearlong, job-embedded coaching and support for the Principal on Transformational School Leadership <i>(Contracted service funded throughout the grant period.)</i>	8/01/14	07/01/17
			B. Focus on IDEA's School Leadership Levers , the highest-impact actions principals should take and priorities on which they should spend most of their time (includes principal actions that have the highest direct impact on student achievement as well as actions that eliminate the most common distractions to his/her ability to focus on the direct-impact levers <i>(No grant funds are necessary for this activity.)</i>	8/01/14	07/01/17
			C. Apply IDEA's Leadership Competencies* (see footnote, next page), abilities we believe are critical to the success of an IDEA leader in any position <i>(No grant funds are necessary for this activity.)</i>	8/01/14	07/01/17
			D. Provide regular support and training for teachers and school leaders from the District Coordinator for School Improvement and District Instructional Specialists in Math and Reading. <i>(No grant funds are necessary for this activity.)</i>	8/01/14	07/31/17

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		means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	E. Provide performance pay for the Principal if she meets district criteria, including: at least 90% of students achieve Level II on statewide exams; campus persistence (year over year) at 93% or higher; and kindergarten cohort persistence at 98% or higher. (\$10,000 for each of these 3; \$30,000 max per year)	8/01/14	07/31/17
			F. Provide bonus pay for the Assistant Principal of Instruction or Principal in Residence if s/he meets district criteria, including: at least 90% of students achieve Level II on statewide exams; campus persistence (year over year) at 93% or higher (\$8,000 for each of these; \$16,000 max per year)	8/01/14	07/31/17
			G. Provide bonus pay for the Assistant Principal of Operations if s/he meets district criteria, including: 100% enrollment with 80% of population eligible for free/reduced lunch (\$5,000); campus persistence (year over year) at 93% or higher (\$7,000); and the school is ready for students on time (2 weeks prior to opening) and within budget (\$4,000); \$16,000 max per year)	8/01/14	07/31/17
			H. Provide bonus pay for the Academic Counselor(s) if s/he meets district criteria, including: campus persistence (year over year) at 93% or higher (\$7,500); and at least 90% of students achieve Level II on statewide exams (\$2,500) \$10,000 max per year)	8/01/14	07/31/17
			I. School Leadership Team and teachers visit high-performing schools and classrooms in the district to glean and share best practices (NOTE: IDEA teachers have no grade and subject common peer in the same building; therefore, excellent school/class visits are crucial.)	10/1/14	5/1/17

*** The 8 Leadership Competencies are:**

1. Data-driven Instruction;
2. Observation and Feedback;
3. Program and Planning;
4. Student Culture;
5. Staff Culture and Development;
6. Leading Other Leaders;
7. Communication with Key Stakeholders; and
8. Time Management and Organization

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Increase Leadership Effectiveness	<i>Providing strong leadership</i>	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Provide annual training for the School Leadership Team (SLT), composed of the Principal, Assistant Principal of Instruction (API), Assistant Principal of Operations (APO), and Counselors ; grant will fund consultants from Harvard Graduate School of Education's (GSE) Institute for School Leadership (available training is differentiated by role) and The Principals' Center at the Harvard GSE. NOTE: Training will take place on campus—no IDEA staff travel is necessary. http://www.gse.harvard.edu/ppe/programs/prek-12/portfolio/leadership-improvement.html	8/1/14	7/31/17
			B. Provide bonus pay for the Principal if she meets district criteria, including: at least 90% of students achieve Level II on statewide exams; campus persistence (year over year) at 93% or higher; and kindergarten cohort persistence at 98% or higher. (\$10,000 for each of these 3; \$30,000 max per year)	8/1/14	7/1/17
			C. Provide bonus pay for the Assistant Principal of Instruction or Principal in Residence if s/he meets district criteria, including: at least 90% of students achieve Level II on statewide exams; campus persistence (year over year) at 93% or higher (\$8,000 for each of these; \$16,000 max per year)	8/01/14	07/31/17
			D. Provide bonus pay for the Assistant Principal of Operations if s/he meets district criteria, including: 100% enrollment with 80% of students eligible for free/reduced lunch(\$5,000) campus persistence (year over year) at	8/01/14	07/31/17

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			93% or higher (\$7,000); and the school is made ready for students on time (2 weeks prior to opening) and within budget (\$4,000); \$16,000 max per year)		
			E. Provide bonus pay for the Academic Counselor(s) if s/he meets district criteria, including: campus persistence (year over year) at 93% or higher (\$7,500); and at least 90% of students achieve Level II on statewide exams (\$2,500); \$10,000 max per yr.)	8/01/14	07/31/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Contract with Communities in Schools (or similar service provider) to supply a full-time social/emotional counselor or social services worker to support students, parents, and families' mental health and well-being	8/15/14	7/31/17
			B. Allow the Principal flexibility in providing nonfinancial incentives to teachers as rewards for meeting or exceeding student achievement targets on DI (for non-testing grade levels, K-2) and IAs (for testing grade levels, 3-5)	11/01/14	7/1/17
			C. Provide teachers at stage 4 and 5 (the highest performing teachers, "Proficient" and "Exceptional") on the Teacher Career Pathway opportunities to lead professional development and serve as a mentor to other teachers <i>(No grant funds are necessary for this activity.)</i>	8/01/14	7/31/17
			D. Provide teachers who have achieved stages 4 and 5 on the Teacher Career Pathway (the highest-performing teachers, "Proficient" and "Exceptional") with opportunities and funding for self-directed professional development, preferred access to advanced professional development, the opportunity to opt out of selected school-based professional development based on proficiencies, and/or access to executive coaching with the principal, a senior district leaders, or an external expert	8/01/14	7/31/17

*TNTP's "The Widget Effect" research (http://widgeteffect.org/downloads/The_WidgetEffect_execsummary.pdf) reiterates that the effectiveness of the classroom teacher is the single most important factor for increase student achievement, and the Teacher Career Pathway program is designed such that student achievement results drive a teacher's progression along the Pathway. Beginning in 2014-15, IDEA will provide resources such as additional mentoring support to Stage 1 and 2 teachers ("Pre-Novice" and "Novice"); advanced, individualized staff development opportunities for Stage 3-5 teachers ("Developing Proficient", "Proficient", and "Advanced"); and other rewards and recognition that help teachers become more effective and focus on increasing student achievement as a means to career advancement and satisfaction. Teachers will progress to Stages 3, 4, and 5 of the TCP as a result of their demonstrated ability to increase

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student performance (together with strong evaluation scores, colleague/manager feedback, and student/parent feedback). Upon promotion along the pathway, teachers will be rewarded with increasing retention bonuses provided through EEIP funding, which is a source of coordinated/supplementary funding for this grant. On a survey administered in 2013, 85% of teachers responding agreed with the statement, "IDEA is headed in the right direction with this plan for the Teacher Career Pathway" and 77% agreed that "The plan for the Teacher Career Pathway make me feel values to be a teacher at IDEA."

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. IDEA Mission Academy is a TEA-funded 21 st Century Learning Center. Thus, starting in the fall of 2014, IDEA Academy Mission will offer 12 hours per week of increased learning time as well as 6 weeks per summer . This program targets the lowest 35% of students and will work in harmonious tandem with this the TTIPS grant. (No grant funds are necessary for this activity.)	8/25/14	7/31/17
			B. Provide 1:1 technology (e-readers) and other instructional materials to students in grader 3-5 for at-home use, thereby extending the school day into the learning environment of the home. NOTE: Students will participate in at least 4 weeks of on-campus orientation to practice with the devices before being allowed to take them home. Parents will be informed of the instructional purpose and intent of the devices. IDEA Mission staff will obtain a Technology Lending Agreement signed by a parent/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.	Grade 3,4,5: 10/1/14	For the duration of the life of the technology
			C. Fund extra-duty pay for support personnel to staff the Accelerated Reader lab for at least 6 weeks in the summer , allowing AR testing, reading instruction, and access to AR books for checkout during June and July	6/01/15 6/01/16 6/01/17	7/31/15 7/31/16 7/31/17
		2. Provide additional time for instruction in core academic subjects including English, reading	A. See 1A, above. 21 st CCLC after-school and summer academic and enrichment program will extend the school day and provide a broad array of content-focused extra-curricular activities for students at all grade levels (K-5) (No grant funds are necessary for this	8/25/14	7/31/17

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		or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	activity.)		
			B. Hire a Reading Specialist, 2 Reading Interventionists, and provide extra-duty pay for Co-teachers to staff the Accelerated Reader lab during summer hours so that students can have access to more highly qualified staff in this content area	8/25/14	5/31/17
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. See 1A, previous page. 21 st CCLC after-school and summer academic and enrichment program will extend the school day and provide a broad array of academic, physical education/movement, arts, and enrichment extra-curricular activities for students at all grade levels (K-5) transforming Mission Academy into a community school <i>(No grant funds are necessary for this activity.)</i>	8/25/14	7/31/17
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Hire a dedicated Teaching Fellow or Co-Teacher to provide release time for teachers to observe each other, model best practices, and support implementation of project components/trainings/activities. Release time will also allow teachers to visit high-performing schools and classrooms in the district to glean and share best practices. <i>(NOTE: IDEA teachers have no grade and subject common peer in the same building; therefore, excellent school/class visits are crucial.)</i>	8/1/14	7/31/17
			B. Provide extra-duty pay for lead teachers and others to attend summer training, Saturday planning/curriculum design time, and program planning and debriefing sessions	8/1/14	7/31/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Contract with Communities in Schools (or similar service provider) to supply a full-time social/emotional counselor or social services worker to support students, parents, and families' mental health and well-being and refer parents and families to community-based social services providers, transforming Mission Academy into a community school.	8/01/14	7/31/17
			B. Administer annual parent and student satisfaction surveys and use data in teacher evaluation and assessment of overall school climate <i>(No grant funds are necessary for this activity.)</i>	11/1/14	7/31/17
			C. Develop and deploy effective marketing materials to promote family and community engagement nights (see below)—mailers home, posters, bookmarks, etc. printed in Spanish and English	9/01/14	3/31/17
			D. Provide electronic marketing of family and community engagement nights (parent weekly emails, mailers, texts, school marquee, etc.)	9/01/14	4/30/17
		2. Provide ongoing mechanisms for community engagement	A. Conduct academically focused family and community engagement nights (Family Math Night; Family Science Night; Family Reading Night; etc.)	10/01/14	4/30/17
			B. Invite parents and community members to attend and participate in school-based decision-making committees, planning meetings, and other events where their input is actively solicited and considered. <i>(No grant funds are necessary for this activity.)</i>	8/01/14	7/31/17

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Improve School Climate	<i>Improve School Climate</i>	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Provide training for the School Climate/ Culture Committee (Capturing Kids' Hearts) on how to effectively identify and work with diverse backgrounds/behaviors/ working styles, how to collaborate with others; how to build trust and motivation, and how to facilitate adult learning.	8/15/14	12/20/16
			B. Provide The Together Teacher books and in-person training for all staff to create/maintain effective and efficient classroom and school procedures. Helps teachers build the habits, customize the tools, and create space to become a Together Teacher; explores the key habits of Together Teachers—how they plan ahead, organize work and their classrooms, and how they spend their limited free time. The end goal is always strong outcomes for their students. http://www.thetogetherteacher.com/	8/01/14	7/31/17
			C. Contract with Communities in Schools (or similar service provider) to supply a full-time social/emotional counselor or social services worker to support students, parents, and families' mental health and well-being and refer parents and families to community-based social services providers.	8/15/14	7/31/17
			D. Participate in technical assistance workshops and sessions provided by TEA-selected consultants	8/1/14	7/31/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in	A. Continue to apply IDEA's 5-level Guideposts for Excellent Teaching (GET) Rubric* (see footnote, next page), which is aligned with IDEA's 6 Core Values, to rate teacher effectiveness (Unsatisfactory, Developing Proficient, Proficient, or Exceptional) (No grant funds are necessary for this activity.)	9/15/14	7/31/17
			B. Use teacher evaluation data (which includes student achievement results; the manager's rating of the teacher on the GET Rubric; parent and student survey results; and 360-degree colleague feedback) to place and move teachers along the Teacher Career Pathway , thereby determining the financial and nonfinancial rewards for each	9/15/14	7/31/17
			C. Use TTIPS funding to provide nonfinancial rewards and recognition for teachers at stages 2 to 3 on the Teacher Career Pathway	9/15/14	7/31/17
			D. Continue to implement IDEA's Educator Excellence Innovation Program (EEIP) grant, coordinating funding for the "Grow with IDEA" Accounts with this TTIPS grant and providing meaningful financial rewards for teachers who improve students' achievement and achieve stages 3, 4, and 5 on the Teacher Career Pathway (TCP). <i>NOTE: This is separate and apart from the incentive pay and nonfinancial/in-kind rewards provided through TTIPS grant funding. IDEA will fund bonuses for TCP progression and retention as an IDEA teacher through supplementary/additional funding.</i>	9/15/14	7/31/17
			E. Allow the Principal flexibility in providing nonfinancial incentives to teachers/co-teachers K-5 as rewards for meeting or exceeding student achievement targets on DI and IA assessments	11/01/14	7/1/17

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		which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	F. Provide teachers at stage 3 on the Teacher Career Pathway opportunities to lead professional development and serve as a mentor to other teachers <i>(No grant funds are necessary for this activity.)</i>	8/01/14	7/31/17
			G. Provide teachers at stages 4 and 5 on the Teacher Career Pathway with opportunities and funding for self-directed professional development, preferred access to advanced professional development, the opportunity to opt out of selected school-based professional development based on proficiencies, the opportunity to lead professional development and/or serve as a mentor to other teachers, and/or access to executive coaching with the principal, a senior district leaders, or an external expert	8/01/14	7/31/17

*IDEA has developed two common frameworks that enable instructional staff to be self-directed in their development: IDEA's **Core Values** (Closing the Achievement Gap, Whatever it Takes, No Excuses, 100% Every Day, Sweating the Small Stuff, and Team and Family), which applies to all staff, and the **Guideposts for Excellent Teaching, or GET**, which applies to all instructional staff. The GET creates a common language between teachers and administrators and among teachers across schools. **The GET rubric has 6 Guideposts** (overarching categories or domains). Each Guidepost is broken down into multiple **Rows** (subcategories), and each Row is broken down into multiple **Strands** (specific descriptions of behaviors within each row).

- **Guidepost 1:** Sets ambitious goals and invests students and families (4 Rows; 17 Strands)
- **Guidepost 2:** Creates a powerful learning environment (6 Rows; 23 Strands)
- **Guidepost 3:** Plans purposeful, rigorous instruction (4 Rows; 13 Strands)
- **Guidepost 4:** Delivers purposeful, rigorous instruction (5 Rows; 23 Strands)
- **Guidepost 5:** Analyzes data to intervene and adjust instruction (3 Rows; 9 Strands)
- **Guidepost 6:** IDEA Core Values and Professionalism (6 Rows; 32 Strands)

EXAMPLE: Guidepost 2: Creates a Powerful Learning Environment

Row 2.C—High Expectations and Engagement: Builds a culture of hard work, high expectations and ensures 100% of students are engaged and on task

Strand 2.C.1—Student Engagement

Unsatisfactory	Teacher does not respond to a lack of student engagement
Novice	Teacher responds to a decrease in student engagement, but that response may not have had measurable results.
Beginning Proficient	Teacher is responsive to student engagement of less than 100% and takes corrective action to increase that engagement that increases engagement for some, but not all students, or that increase is for a limited period of time.
Proficient	Teacher is responsive to student engagement of less than 100% and takes corrective action to increase that engagement.
Exceptional	Teacher anticipates times when students may become disengaged and takes preemptive action that results in higher levels of student engagement; Teacher has taught students how to self- monitor and increase their own level of mental engagement

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Apply IDEA's Teacher Career Pathway model for identifying and rewarding teachers based on their demonstrated ability to improve student achievement	8/1/14	7/31/17
			B. Teachers of record (1 per classroom per grade level in grades 3-5 only) will earn \$2,000 each if 90% of their students pass the official STAAR tests. Note: This is different from in-kind, incentive pay for performance on benchmark/IA exams.	8/1/14	7/31/17
			C. All instructional staff (teachers, co-teachers, and teaching fellows) in all grade levels, K-5 , will earn \$2,000 each if the entire school achieves all applicable distinctions.	8/1/14	7/31/17
			D. All support staff (1 academic counselor, 5 custodians, 10 cafeteria workers, 6 operations support staff, 6 administrative support staff, and 15 bus drivers) will earn \$400 each if the entire school achieves all applicable distinctions.		
			E. Based on GET rubric evaluations, coaching and observations, teachers showing little growth on IA scores or DI progress will be placed on a Personal Improvement Plan (PIP). If sufficient progress towards goals (defined in the PIP) is not accomplished, the teacher will be asked to leave. (Currently the non-regrettable departure rate at IDEA Academy Mission is approximately 2-4 teachers or 5-10% each year.)	12/1/14	6/1/17
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that	A. Provide teachers at stage 4 and 5 on the Teacher Career Pathway opportunities to lead professional development and serve as a mentor to other teachers (No grant funds are necessary for this activity.)	8/1/14	7/31/17

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		reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	B. Provide teachers at stages 4 and 5 on the Teacher Career Pathway with opportunities and funding for self-directed professional development, preferred access to advanced professional development, the opportunity to opt out of selected school-based professional development based on proficiencies, the opportunity to lead professional development and/or serve as a mentor to other teachers, and/or access to executive coaching with the principal, a senior district leaders, or an external expert	8/1/14	7/31/17
			C. Provide teachers with professional development in writing (New Jersey Writing Project or other comparable program).	8/1/14	7/31/17
			D. Provide teachers with professional development in the expanded math curriculum (new lessons featuring new math TEKS, financial literacy lessons, etc.)—see page 24	8/1/14	7/31/17
			E. Provide teachers with professional development in data analysis .	8/1/14	7/31/17
			F. Provide teachers with professional development in The Together Teacher .	8/1/14	7/31/17
			G. Provide Special Education/ELL teachers with professional development in best practices, accommodations/modifications in Rtl .	8/1/14	7/31/17

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Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Allow the Principal flexibility in providing nonfinancial incentives like an afternoon off to plan or store credit for instructional resources to teachers as rewards for meeting or exceeding student achievement targets on DI and IA assessments	11/01/14	7/1/17
			B. Hire an additional co-teacher/Teaching Fellow to provide release time for teacher leaders/teachers to attend PD and observe high-performing classrooms.	8/01/14	6/1/17
			D. Provide teachers at stages 4 and 5 on the Teacher Career Pathway with opportunities and funding for self-directed professional development, preferred access to advanced professional development, the opportunity to opt out of selected school-based professional development based on proficiencies, the opportunity to lead professional development and/or serve as a mentor to other teachers, and/or access to executive coaching with the principal, a senior district leaders, or an external expert	8/01/14	7/31/17

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	1. Replace the principal.	<i>Provide name and date of hire for principal or date of anticipated replacement:</i>		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	<i>Redesigned School Calendar</i>	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	Provide appropriate community-oriented services and supports for students.	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	<i>Improve School Climate</i>	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	<i>Strengthen the School's Instructional Program</i>	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	<i>Use of Data to Inform Instruction</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A. THIS PAGE DOES NOT APPLY; IDEA IS USING THE TRANSFORMATION MODEL.		
		B.		
		C.		
		D.		
		E.		

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Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CAPACITY OF THE DISTRICT

Fourteen years after its founding, IDEA now has a history of leveraging the use of top talent, data, and technology to apply new concepts and teaching models in IDEA public schools to get real results, producing high-achieving, college-bound students in congruence with IDEA's mission, "College for All Children." Since IDEA's inception, 100% of graduates have been accepted to an institute of higher education, 97% of graduates have been accepted to a 4-year college, and 99.9% of our graduates have matriculated to college. **Roughly 65% of IDEA graduates will be the first in their family to graduate from a four-year college.** The purpose of the TTIPS initiative is to provide adequate resources to substantially raise the achievement of Priority Schools' students so as to enable the school to meet the annual measurable objectives and exit priority status. IDEA's demonstrated experience with infusing a culture and expectation of academic excellence into impoverished communities, coupled with the fact that IDEA Mission Academy is the district's only Priority School, prove both parts of the TTIPS purpose: **greatest need and strongest commitment.**

DISTRICT CAPACITY TO SUPPORT THIS PRIORITY SCHOOL

For Mission Academy, specifically, IDEA Public Schools has taken the following actions in order to determine and ensure it has the capacity to provide adequate resources and related support to IDEA Mission Academy throughout the three-year funding period:

PROGRAM PLANNING AND GRANT DEVELOPMENT:

- Hired an experienced consultant to advise district staff and guide program planning (April-May 2014, see also page 66, following)
- Involved staff from Development/Grants, Human Assets, Data, Academics, and Operations by soliciting their input on project design and budget development
- Presented at least three versions of the budget to district and school leadership for input and approval

HUMAN RESOURCES/STAFFING SUPPORT:

- Consulted IDEA's Chief of Schools and Chief Human Assets Officer to ensure that:
 - The existing staff at IDEA Mission Academy is currently working at full capacity and that additional initiatives and activities will, in fact, require additional staff;
 - The number and type of staff requested in this project are aligned with district and campus goals for academic improvement;
 - The staff and consultants to be hired with grant funds are aligned with the design of the Transformation model; and
 - The incentives proposed in **Mission: Accomplishment** supplement and do not supplant the Grow with IDEA bonus structure that rewards teachers for movement along the Teacher Career Pathway

PROFESSIONAL DEVELOPMENT:

- Consulted IDEA's Chief of Schools and IDEA Mission Academy school leadership to ensure that:
 - The focus of staffing and professional development supports the plan for IDEA Mission Academy to exit Priority Schools status

GRANTS AND FINANCIAL MANAGEMENT AND COORDINATION OF FUNDING:

- Consulted Development/Grants staff to ensure that no element of the **Mission: Accomplishment** proposal is in conflict with or duplicates the efforts of any other local, state, or federal initiative (grant-funded or otherwise).

In addition, IDEA Mission Academy will provide **professional development during summer 2014** as indicated on the following page.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **108807**

Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

April-May 2014: IDEA Public Schools hired a highly qualified consultant with 18 years' experience guiding development and program design for academic improvement projects, including three previously funded TTIPS grants for Texas districts and charter management organizations (CMOs). The consultant worked with IDEA Development staff, IDEA Mission Academy school leaders, and other district personnel to thoroughly assess campus need and develop responsive program components to address each. This assistance ensured that IDEA gathered sufficient and appropriate qualitative and quantitative data and other input in order to shape the TTIPS project proposed in this application. **(No funding requested for these services.)**

June-July 2014: During summer 2014, as IDEA Mission Academy awaits word of funding for **Mission: Accomplishment**, staff will undertake the following types of professional development to support Mission in exiting Priority School status:

- **Elementary Teachers Academy*:**

- **Intensive training in Direct Instruction (math and reading) for K-2 teachers and co-teachers new to IDEA Mission**—includes 1 week of full-time training, 3.5 weeks of training with students present (student participation is voluntary; teachers receive job-embedded coaching and correction during instructional time (8 am – 12:30 pm) and then have time for focused professional development with NIFDI consultants and IDEA Instructional Specialists from 1-4 pm)
(No funding requested for this training.)
- **Intensive training in science, reading and math curriculum for all new and returning 3-5 teachers to IDEA Mission**—includes 8 days of content specific training and effective pedagogy strategies. Training includes 1 day of math training from Cindy Mitchell, 1 day of reading instruction from Making Meanings—a classroom-tested K-8 reading curriculum that combines the latest comprehension research with support for students' social and ethical development- and 2 days of IDEA led training by curriculum specialists.
(No funding requested for these trainings.)

** NOTE: The Elementary Teachers Academy (ETA) is a current IDEA initiative. Support for teacher pay and materials for this district wide program are being provided through other district funding sources.*

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community partnerships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)County-District Number or Vendor ID: **108807**

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108807

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: